Manitoba

Education, Citizenship and Youth

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March 2006

To: Superintendents of Education
Chairs of School Boards
Secretary Treasurers
Student Services Administrators

Dear Colleagues:

RE: ***Guidelines for the Intensive Newcomer Support (INS) Grant (2006–2007)***

The purpose of this letter is to provide information about the eligibility criteria and application process for the recently announced Intensive Newcomer Support (INS) funding for 2006–2007. This is meant to be the beginning of a long-term initiative.

INS funding is intended to stimulate innovative, specialized programming that addresses the English as an additional language (EAL), literacy, and academic needs of newcomer students in Grades 6 to Senior 4 with refugee/war-affected backgrounds and disrupted schooling. The funding will support coordinated divisional or interdivisional initiatives that are undertaken in partnership with parents, service providers, and the broader community.

School divisions will be eligible for up to $32,500 per year. For information on eligibility criteria and an outline of proposal requirements, please see *Guidelines for the Intensive Newcomer Support (INS) Grant (2006–2007),* attached. The Guidelines also are available on the Department's website at <www.edu.gov.mb.ca/ks4/cur/diversity/eal/>.

Please send a copy of your proposal for funding by **May 15, 2006** to:

Tony Tavares, Consultant
Multicultural Education, International Languages and EAL
Instruction, Curriculum and Assessment Branch
W260–1970 Ness Ave.
Winnipeg MB R3J 0Y9
Telephone: (204) 945-6879
Toll-Free: 1 800 282-8069 (ext. 6879)
Fax: (204) 945-3042
Email: ttavares@gov.mb.ca

Applicants will be notified of funding decisions by **May 31, 2006.** If you require assistance in preparing a proposal, please contact Tony Tavares at the address above.

.../2

Requirements related to reporting on the use and the impacts of grants are under review as part of a broader discussion on accountability and information sharing. Information on reporting will be communicated once the review is concluded.

A limited number of additional copies of *Guidelines for the Intensive Newcomer Support (INS) Grant (2006–2007)* are available until April 21, 2006, from:

Irene Klotz, Administrative Assistant
Instruction, Curriculum and Assessment Branch
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Winnipeg MB R3J 0Y9
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Please send any extra copies of this document to your school division office for redistribution to schools that require additional copies. Alternatively, please contact Irene Klotz regarding any extra copies and she will arrange for their return to Manitoba Education, Citizenship and Youth.

I hope that you find *Guidelines for the Intensive Newcomer Support (INS) Grant (2006–2007)* a useful resource. I welcome your comments and invite you to complete the attached feedback form. Please fax it to my attention at (204) 945-5060.

Yours sincerely,

Diane Cooley

Diane Cooley
Acting Director
Instruction, Curriculum and Assessment Branch

Attachment

c. Manitoba Association of Parent Councils
Manitoba Association of School Business Officials
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Teachers' Society
Manitoba First Nations Education Resource Centre

Feedback Form

Manitoba Education, Citizenship and Youth welcomes your response to the enclosed document and invites you to complete and return this Feedback Form.

Document Title: *Guidelines for the Intensive Newcomer Support (INS) Grant (2006–2007)*

1. Please indicate your role in the learning community.

☐ Parent ☐ Teacher ☐ Resource Teacher ☐ School Administrator ☐ Counsellor

☐ School Trustee ☐ School Division/Education Authority Administrator

☐ Other: _____

2. Please indicate which format(s) of the document you used.

☐ Print Copy ☐ Online Posting ☐ Both Formats

3. Please respond to each of the following statements by circling the applicable number.

The document content is	Strongly Agree	Agree	Disagree	Strongly Disagree
a. appropriate for its intended purpose	1	2	3	4
b. suitable for a variety of learning styles (e.g., visuals, graphics)	1	2	3	4
c. clear and well organized	1	2	3	4

Comments: _____

_____

4. How effectively does this document address the needs of your learning community or organization? Please explain.

_____

_____

_____

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_____

_____

_____

.../2

5. Explain which aspect(s) of the resource you found to be

   a. most useful: _____

   _____

   _____

   b. least useful: _____

   _____

   _____

   _____

6. Additional comments: _____

   _____

   _____

   _____

   _____

   _____

7. May we contact you for further information? ☐ Yes ☐ No

   If yes, please provide the following:

   Name: _____

   School: _____

   Phone: _____ Fax: _____

Thank you for taking the time to provide valuable feedback.

Please return the completed Feedback Form to:

Diane Cooley
Acting Director, Instruction, Curriculum and Assessment Branch
Manitoba Education, Citizenship and Youth
W120–1970 Ness Avenue
Winnipeg MB R3J 0Y9
Fax: (204) 945-5060

Manitoba
Building for the Future

Guidelines for the Intensive Newcomer Support (INS) Grant

(2006–2007)

Manitoba

Building for the Future

GUIDELINES FOR THE INTENSIVE NEWCOMER SUPPORT (INS) GRANT

(2006–2007)

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This document is available on the Manitoba Education, Citizenship and Youth website at <http://www.edu.gov.mb.ca/ks4/cur/diversity/eal/>.

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GUIDELINES FOR THE INTENSIVE NEWCOMER SUPPORT: PROJECT GRANT AND CONTINGENCY GRANT

These *Guidelines for the Intensive Newcomer Support (INS) Grant (2006–2007)* provide Manitoba school divisions with direction for developing programming for newcomer adolescent and young adult learners in Grades 6 to Senior 4 from refugee/war-affected backgrounds, with significantly disrupted schooling.

Rationale

Newcomers from refugee/war-affected backgrounds, with disrupted schooling and limited English-language and literacy skills, require specialized and intensive early intervention support services. Through such services, students are more likely to stay in school and acquire the foundational skills that will allow them to graduate with a Senior Years diploma, continue their studies in the post-secondary and adult education systems, and/or successfully transition to the workplace.

Intensive Newcomer Support (INS) Grant—Components

The INS Grant has two components:

Project Grant: $180,000

Contingency Grant: $20,000

Grant	Maximum Grants	Application Procedure
Project Grant	School divisions that meet the eligibility requirements and have: • **60 or more** learners are eligible for a maximum of **$32,500** • **20 to 60** learners are eligible for a maximum of **$27,500** • **10 to 20** learners are eligible for a maximum of **$16,000** • **less than 10** learners are eligible for a maximum of **$5,000**	• School divisions submit a proposal to Manitoba Education, Citizenship and Youth by May 15 of each year. • Funding announcements will be made by May 31.
Contingency Grant	Support for school divisions or schools that have experienced significant and unexpected growth in high-need EAL students from refugee/war-affected backgrounds because of late enrollment.	• School divisions apply on an as-needed basis from November 30 onward.

INS funding may be used in addition to the English as an Additional Language (EAL) Support Grant.

Requirements related to reporting on the use and the impact of grants are under review as part of a broader discussion on accountability and information sharing. This document will be updated to reflect decisions about reporting.

Project Grant

Project Grant—intended to stimulate innovative, specialized programming that addresses the English as an Additional Language (EAL), literacy, and academic needs of newcomer adolescent and young adult learners in Grades 6 to Senior 4 from refugee/war-affected backgrounds.

Eligibility Requirements

Programming and initiatives eligible for Intensive Newcomer Support must

- be divisionally coordinated and demonstrate that the school division has a plan and a program model supported by research and appropriate practices
- be specifically designed for EAL newcomer learners (Grades 6 to Senior 4) who may be at risk of educational failure or of dropping out of school and who
  - — have been appropriately assessed and identified as newcomer students of refugee/war-affected backgrounds
  - — have been in Manitoban or Canadian schools for two years or less
  - — lack essential English-language and academic skills required for an age-appropriate placement because of limited formal education
- provide specialized intensive language, literacy, fundamental academic skills, and cultural orientation, for a period of six months to two years that
  - — clusters newcomer students or takes a cohort approach in a low-enrollment classroom setting
  - — provides for multi-grade and multi-age appropriate programming
  - — provides specialized programming for a minimum of 50% of the instructional day
  - — provides programming distinct from the regular and EAL support provided

Proposal Requirements

To be considered for INS funding for 2006–2007, school divisions/ districts should submit proposals by May 15, 2006 to:

Tony Tavares, Consultant
Instruction, Curriculum and Assessment Branch
Manitoba Education, Citizenship and Youth
W260-1970 Ness Avenue
Winnipeg MB R3J 0Y9
Telephone: (204) 945-6332
Toll-Free: 1-800-282-8069 (ext. 6879)
Fax: (204) 945-3042

In addition to addressing the Eligibility Requirements specified on page 2, proposals should incorporate the following topics:

Community/Divisional/School Profiles: Describe the target population, the community, the division, and school(s) where specialized programming will be offered and include a brief description of existing related programming, if any. Who are the partners? Describe the roles that partners, parent/guardians, community members, and organizations have played in the life of the school to date and how they will be involved during the developmental year. Designate a person who will coordinate the project and be the initial contact person.

Anticipated Participants: Describe the characteristics and numbers of learners to be served by the programming.

Actions to be Taken and Programming Model: Outline key actions and essential elements of the model developed or to be developed and anticipated outcomes for the 2006–2007 school year regarding the development of a community/school partnership initiative.

Determining the Impact: Describe how the impact of the actions taken will be measured.

Consultations and Partnerships: Describe the consultation process used to develop the proposal. Describe the process by which partners will be involved in the community/school planning process during the 2006–2007 school year.

Coherence: Provide a statement of the relationship between this proposal and existing, relevant programming. Provide an indication of school board and divisional commitment and alignment with divisional policies.

Budget: Outline major programming cost elements such as human resources and materials.

Programming Considerations

The following points outline characteristics of effective programming for newcomer students who require intensive and specialized support. Consideration of these characteristics may assist in planning divisional/district initiatives for these students.

Effective programming:

- incorporates a plan for EAL development
- incorporates instructional strategies for literacy development
- provides opportunities for learning that integrate English language, literacy, and subject-area content
- helps students orient themselves to the new classroom, school, and community cultures
- features teachers with strong EAL and literacy teaching strategies and experience
- ensures appropriate materials are available and used
- allows for parent and family outreach
- provides educational and career planning supports
- includes academic and social/emotional counselling and supports
- reflects current research and experience concerning promising practices and appropriate programming for such learners
- may include opportunities to extend learning in and beyond the regular school day, such as peer tutoring, volunteer and paid literacy and tutoring programs during, before or after school, summer school courses, and other initiatives

DEVELOPING INTENSIVE NEWCOMER (EAL/LITERACY) PROGRAMMING FOR LEARNERS FROM REFUGEE/ WAR-AFFECTED BACKGROUNDS

Purpose of Intensive Newcomer Programs

A 2002 study published by George Mason University's Virginia Collier and Wayne Thomas provides a strong argument for the need for intensive specialized programming. The researchers followed more than 210,000 minority-language students from 1985 to 2001 to determine what programs were most effective in assisting their academic development.

Among the authors' conclusions:

- Bilingual programs and **extended** EAL programs, with at least four years of **intensive enriched-language support**, gave students the best chance of reaching high levels of academic achievement and had the lowest drop-out rates.
- The strongest predictor of EAL students' academic achievement was the amount of formal schooling they had received in their first language—the more primary language grade-level schooling, the higher their achievement in the second language.
- Students with no proficiency in English needed at least four years of enriched support to perform at a language level appropriate for their grade level.

The intensive "newcomer" (United States), EAL "bridging" (Australia), and English literacy development (Ontario) programs have emerged as responses by school boards and schools to support students, adolescents, and young adult learners, in need of intensive EAL and literacy teaching. These are specialized programs developed by a school or a cluster of schools to provide learners with the foundational language, literacy, and numeracy skills that are essential to their future language and academic learning. Adolescent and young adult learners need specialized programming that allows them to make up for lost time, to be able to function successfully in school, and eventually, to graduate from high school or an adult learning centre.

Teachers in mainstream classes are often overwhelmed and are challenged in their ability to assess and provide appropriate support that allows students to overcome the language and academic difficulties they encounter. Learners from such backgrounds and needs are likely to benefit from specially designed intervention programs that provide them with opportunities to develop foundational literacy and EAL skills, and the essential academic or subject-specific concepts and skills required for their eventual success in mainstream classrooms. The goal of these

programs is to ensure students can benefit from the educational opportunities and be successfully integrated into secondary school programs and/or adult/post-secondary programs.

Generally, the aims of such programs are to:

- develop students' foundational literacy skills in English (and possibly their first or home language)
- develop English-language proficiency
- provide instructional strategies that integrate language and content that enable students to develop a firm academic foundation
- provide subject-area concepts and skills appropriate to age and year levels
- assist students to adapt to the new culture, to gain multicultural understanding, and to promote intercultural communication and develop basic survival skills
- prepare students for and facilitate their integration that will allow them to transition to and perform successfully in a regular school program
- support students in developing appropriate study skills or learning-how-to-learn skills
- monitor and address the welfare and settlement needs of students who may have significant health and well-being issues associated with trauma and years spent in a war zone or refugee camp
- encourage secondary students to continue their education and increase their access to long-term educational opportunities
- assist students to decide on and access appropriate educational and vocational pathways

Developing and Implementing an Intensive Newcomer Program

School divisions must make many decisions before developing and implementing an effective model that serves the needs of their EAL/Literacy newcomer population. It is important to address a number of issues at each stage of the development and implementation process, which are:

- research
- planning
- implementation

Important themes and corresponding questions that should be addressed are provided below for each stage, as guidelines for developing a newcomer program. In addition, a list of additional web-based resources are provided for reference.

Research

Research is essential to developing an effective program and implementation plan. In developing a research plan, consider the following questions:

Leadership: Who will take leadership for this initiative? How will they form and convey the vision of the program? What needs to be done to conduct initial research on existing programs and to enlist support in designing and implementing a new program?

Defining potential students: How will potential students be identified? What criteria (e.g., length of time in Canada/Manitoba, age, educational background, first-language literacy level, EAL level, war-affected/refugee experiences, etc.) must be established to assist in defining the learners who are most at risk when they first arrive in your school or school division?

Goal setting: What should be the goals and student-learning objectives for language, literacy, and content? Are these goals realistic given the daily schedule and expected time that students will remain in the program? Do we need different goals for learners who arrive at age-appropriate placements of Grades 6 to Senior 1 versus learners in Senior 2 to Senior 4 due to time factors and students transitioning to adult learning programs or the workplace?

Program design: What do we need to consider in developing an effective and research-based program? How do we align program design with student needs and identify divisional resources? Consider the following elements:

- **Existing models and promising practices:** Does our school division have established program models or information about program models in other jurisdictions that may be helpful?
- **Stakeholder input:** How can information gleaned from stakeholder groups help in designing the program?
- **Numbers of students and grade levels:** How many students will be served and at which grade levels? (Determine which grade levels to serve and how students will be organized. For example, some programs combine middle school and high school students in one location but do not commingle the two levels, except for an initial literacy class.)
- **Nature of the program:** Will it be a full- or half-day program?
- **Limitations on student participation:** How long should students remain in the program?

- **Location:** Where should the program be located and should it be a program within a school or at a stand-alone site? (Most newcomer programs are housed within a school with larger EAL or bilingual programs and share resources such as space, staff, and materials. Some school divisions find that a central location in a school or at a separate site is the most effective way to utilize their resources.)
- **Languages of instruction:** What languages will be used for instruction? (Some school divisions have had some success combining EAL with literacy instruction in the first language.)
- **Courses offered:** Which courses will be offered? Depending on the size of the program and the availability of resources, students should have course options appropriate to their age and educational backgrounds. Some programs focus on an instructional design that features integrated units appropriate for students' different language and literacy levels. In Senior Years it is important that students earn some credits that will help meet graduation requirements through EAL designated courses, specialized EAL SICs, and Department-developed EAL courses, as they become available.
- **Curriculum:** Does new curriculum need to be developed? Students need exposure to an accelerated curriculum that covers the basic or essential concepts and skills necessary for future educational success. Intensive newcomer teaching staff often need to develop curricula, assessment measures, and classroom materials tailored to fit their own programs and student populations.
- **Social/Emotional supports:** How can a safe learning environment be created and additional social/emotional counselling and community support programs be offered? (Students from war-affected backgrounds may have experienced trauma that impacts on their readiness and capacity for learning.)
- **Extending time for learning:** Are there opportunities to extend the time for learning? Are there opportunities to involve students in clubs, tutoring programs, classes, and study sessions beyond the regular school day?
- **Integrating students:** Are there opportunities for newcomer students to interact with English-speaking students? Extracurricular clubs and sports provide one means of promoting interaction. Joint activities, such as service learning or community projects offer another approach.
- **Transportation:** What provisions have been made for the transportation of students?
- **Assessment of learners:** How will students be assessed to measure student growth in language, literacy, and content knowledge? The goals of the program will influence this process, as will Departmental EAL curriculum. Departmental Guidelines for the initial assessment, placement, and ongoing monitoring of EAL learners should be followed.

- **Student transition:** How will students transition from the program? Planning for transition must be done well before students exit the program.
- **Monitoring students:** What procedures and resources are required to monitor students' success after they leave the program?

Approval and decision making: Who and how will administrative approval be secured for the initiative? Should the leadership team begin by presenting their case to an assistant superintendent of curriculum and instruction (e.g., definition of newcomer students most at risk, data on the lack of success or drop-out rates experienced by these students in regular school programs, their goals for the newcomer program, and ideas about program design)?

Funding: What are the potential sources of funds for the initiative? In addition to the INS grant, the EAL support grant, and the general instructional support resources, how will resources be identified and allocated?

Planning

At the planning stage, the program is fully developed and the required supports have been identified and accessed.

School board approval: When and how will school board approval be obtained? What information does the board require about the needs of the newcomer students and programmatic alternatives to make an informed decision?

Division-level coordination: How will coordination at the divisional level be ensured? How will newcomer students most at risk and the EAL population in general, have access to appropriate services and transition between the intensive newcomer program and the school programs they will move into when they exit? (The articulation process should include a sequenced curriculum for English-language acquisition and courses to help students maintain or continue developing their content knowledge or to address gaps in their educational backgrounds.)

Stakeholder input: How will the leadership team establish and maintain communication with various stakeholder groups, including other teachers and administrators, parents, and community leaders?

Program coordination: Who will be responsible for coordinating the initiative, coordinating instruction, providing staff development, and maintaining connections between the intensive newcomer program(s) and the home schools?

Program design: Does the program or model developed meet the needs of students and incorporate the research gathered earlier in the development process? Is it appropriate for the interests, needs, and resources of the school and the community? Does it reflect contemporary educational research and promising practices?

Placement policies: Do policies for identifying, assessing, placing, and monitoring newly arrived students need to be revised or formalized? What are the entry criteria and which tools will be used to assess students (e.g., English-language proficiency assessments, native literacy assessments, content-area assessments, a writing assessment, and oral interviews)? Many intensive newcomer programs rely on a divisional reception or intake centre, when available, to assess and place students. Departmental guidelines for the initial reception, assessment, placement, and ongoing monitoring of EAL learners should be followed.

Data collection: How can baseline data on student achievement be collected prior to implementation of the new program to provide critical information to support subsequent formative and summative evaluations? How can student experiences and the impact on their learning be evaluated? (Relevant data from the years prior to the beginning of the program make it possible to document program effects in areas such as student achievement, drop-out rates, course offerings, and teacher preparation.)

Program evaluation: How will the program be evaluated?

Implementation

In developing an effective implementation plan, consideration should be given to a number of important factors and concerns.

Students: How will information about the program be communicated to students, parents, administrators, and teachers? Until the newcomer program becomes well-known in the school division and identification and placement procedures have been established, most potential students are identified through teacher referrals and community outreach efforts.

Recruitment of Staff:

- **Teachers:** Are there experienced teachers in the school division who are trained to address the special needs of new immigrants with EAL and literacy needs? Do the teachers have a foundation in second-language acquisition principles, cross-cultural awareness, sheltered content instruction, and literacy development?
- **Paraprofessionals:** What paraprofessional resources are required?
- **Guidance counsellors:** Are guidance counsellors available and prepared to assist students? Are guidance counsellors experienced and effective in working with students from diverse languages and cultures?

- **Translators and interpreters**: How will translation and interpretation services be provided?

Professional Learning: What professional learning opportunities will be provided for teachers in the intensive newcomer program as well as teachers who receive the students once they exit the program?

Parent/family connections: How can connections with students' families be facilitated and maintained? Can their access to community services, such as division-supported adult ESL classes or local affordable housing agencies, be facilitated?

Community outreach: What local community outreach activities are required? Are there opportunities for school and community groups to meet and discuss concerns, suggestions, or emerging issues?

Program evaluation: How will the results of the program evaluation be communicated and analyzed to allow for program improvement and for verifying that the program is meeting its goals. Does student data provide evidence of the program's effectiveness and that it is beneficial for the students it serves?

WEB-BASED RESOURCES

Freeman, Yvonne, David Freeman, and Sandra Mercuri. "Helping Middle and High School Age English Language Learners Achieve Academic Success." NABE Journal of Research and Practice, Volume 1, Number 1, 2003. Available online at: <http://www.uc.edu/njrp/index.htm>. March 2006.

Friedlander, Monica. "The Newcomer Program: Helping Immigrant Students Succeed in U.S. Schools." NCBE Program Information Guide Series, Number 8, 1991. Available online at: <http://www.ncela.gwu.edu/pubs/pigs/pig8.htm>. March 2006.

OELA's National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs. "Supporting the Education of English Language Learners in Secondary Schools." Available online at: <http://www.ncela.gwu.edu/resabout/ells/3_education.htm>. March 2006.

Short, Deborah J., and Beverly A. Boyson. "Establishing an Effective Newcomer Program." Center for Applied Linguistics, CAL Digest, December 2003, EDO-FL-03-12. Available online at: <http://www.cal.org/resources/digest/0312short.html>. March 2006.

Victoria Department of Education and Training. "Meeting the needs of secondary ESL learners with disrupted schooling—Planning bridging programs." Victoria, Australia, 2004. Available online at: <http://www.sofweb.vic.edu.au/lem/esl/esl_lit.htm>. March 2006.

DEFINITIONS

EAL Learners: learners whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system.

Learners from Refugee/War-affected Backgrounds: have immigrated to Canada as government or privately sponsored refugees or who come from countries where war or civil breakdown has occurred. They have experienced forced displacement and the effects of war.

School-Initiated Course (SIC): a locally developed course that is part of the educational programming offered by the school division. SICs are developed by school divisions and schools and registered with the Department.

Significantly Disrupted Schooling: lack of or limited formal schooling or schooling that was significantly interrupted for two years or more.

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